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ABSTRACT

Fifty-six current Indiana vocational programs for the disadvantaged and handicapped are abstracted and summarized for use by State and national educators and administrators. Each abstract contains the project title and number, the developing county and school's name and address, the name of the contact person, total budget costs, type of program format, number of participants and grade level, and the number of the page which contains the project summary. The project summaries then present the objectives and describe more fully the participants and the format. Summaries are organized according to six types of program format: The mainstreaming approach, the extended experience approach, the separate classes approach for special needs students, career orientation, audiovisual and instructional materials development, and placement and followup services. An index lists all abstract numbers by their location in county and city and by their school or corporation name. (BM)

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Technical Report

VOCATIONAL PROGRAMS IN INDIANA FOR THE DISADVANTAGED AND HANDICAPPED

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Edited by

Elaine G. Eigeman

RESEARCH DISSEMINATION SERVICE
Department of Vocational Education
Indiana University

STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION

INDIANAPOLIS, INDIANA

April, 1977

CE 012 033

FOREWORD

Present federal legislation on vocational education gives priority to vocational training for the disadvantaged and handicapped. Indiana has used a variety of approaches to serve this special population of people. Some of these include mainstreaming students in regular vocational education programs by providing supportive services so that the students may be successful in the regular program, and in some cases special classes have been implemented to meet the needs of the disadvantaged and handicapped student.

This report abstracts and synthesizes current vocational programs in the special projects category for a target audience of state and national educators and administrators. It calls attention to some of the varied special projects developed by local education agencies to meet the needs of students in their schools. Many of the projects have excellent components which educators in other areas might find useful in their own planning.

You are encouraged to contact directly the local agencies if you wish further information about these special projects.

Don K. Gentry
Executive Officer/State Director
of Vocational Education

State Board of Vocational and Technical Education
401 Illinois Building, 17 West Market Street
Indianapolis, Indiana 46204

DISSEMINATION PROJECT INFORMATION

The ACU Technical Report Series is edited by the Research Dissemination Service, with grants from the State Board of Vocational and Technical Education (SBVTE), and is printed by the Indiana University Publications and Printing Plant. Its purpose is to disseminate information about state projects.

In addition to the Technical Report Series, the Research Dissemination Service provides Communique, a newsletter designed to abstract and report research findings and development efforts to vocational and technical educators, and PROBE, a computer search for information in the ERIC document files provided as a service to SBVTE-funded research and development projects.

DIRECT INQUIRIES TO: RESEARCH DISSEMINATION SERVICE

Department of Vocational Education
Indiana University
223 South Jordan
Bloomington, Indiana 47401

PROJECT STAFF: Elaine G. Eigeman
Project Director and Editor

Dr. Thomas R. White
Principal Investigator

Cynthia A. Case
Clerical Assistant

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ABSTRACTS

The ABSTRACTS *section lists vital information about each project, describes each project's format according to the categories listed in the* SUMMARIES *section, and gives the page on which each project is more fully summarized. The abstracts are listed alphabetically by the counties in which they are located and are given abstract #'s in that order.*

The INDEX *(pages 63-64) lists all abstract #'s by their locations in county and city, and by their school or corporation names.*

TITLE: SELF-CONCEPT CAREER ORIENTATION **ABSTRACT #:** 1

Allen County

PROJECT #: 70-76-102B

Fort Wayne Community Schools
1230 S. Clinton
Fort Wayne, IN 46802
Phone: (219) 743-0183

CONTACT: Kenneth Surber

BUDGET:
Local $--
Federal 22,065.00
Total $22,065.00

Program Format CAREER ORIENTATION

Participants 80 ninth graders

Summary See page 58

TITLE: BASIC SKILLS PROGRAM **ABSTRACT #:** 2

Allen County

PROJECT #: 79-76-B

Fort Wayne Community Schools
Regional Vocational Center
1200 South Barr St.
Fort Wayne, IN 46815
Phone: (219) 743-0183

CONTACT: Scott Souers

BUDGET:
Local $--
Federal 11,755.00
Total $11,755.00

Program Format MAINSTREAMING
Supplementary Supportive Services
Basic Skills and Attitude Development

Participants 121 eleventh and twelfth graders

Summary See page 40

TITLE: VOCATIONAL DAY ADULT SCHOOL FOR STUDENTS WITH SPECIAL NEEDS

ABSTRACT #: 3

Bartholomew County

PROJECT #: 63-76-102B

Bartholomew Consolidated School Corp.
2650 Home Avenue
Columbus, IN 47201
Phone: (812) 376-4240

CONTACT: Meredith Thompson
Paul Riddle

BUDGET:

Local	$ 5,000.00
Federal	18,800.00
Total	$23,800.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Comprehensive Individual Support

EXTENDED EXPERIENCE APPROACH
On Job Training, Work-Study Experience

Participants 160 ninth through twelfth graders and adults

Summary See page 48

TITLE: VOCATIONAL EDUCATION SUPPORTIVE SERVICES FOR DISADVANTAGED STUDENTS

ABSTRACT #: 4

Bartholomew County

PROJECT #: 88-76-B

Bartholomew Consolidated School Corp.
2650 Home Avenue
Columbus, IN 47201
Phone: (812) 376-4240

CONTACT: Meredith L. Thompson

BUDGET:

Local	$ 1,770.00
Federal	11,967.00
Total	$13,737.00

Program Format AUDIO-VISUAL AND INSTRUCTIONAL MATERIALS DEVELOPMENT

CAREER ORIENTATION

Participants 316 ninth through twelfth graders and adults

Summary See page 60

TITLE: SUPPORTIVE SERVICES FOR DISADVANTAGED STUDENTS

ABSTRACT #: 5

Bartholomew County

PROJECT # 89-76-B

Bartholomew Consolidated School Corp.
2650 Home Avenue
Columbus, IN 47201
Phone: (812) 376-4240

BUDGET:

Local	$--
Federal	9,890.10
Total	$ 9,890.10

CONTACT: Meredith Thompson

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Specific Employment Skills Training

Participants 132 eleventh and twelfth graders

Summary See page 45

TITLE: REMEDIAL READING SUPPORTIVE SERVICES FOR DISADVANTAGED STUDENTS

ABSTRACT #: 6

Bartholomew County

PROJECT #: 90-76-B

Bartholomew Consolidated School Corp.
2650 Home Avenue
Columbus, IN 47201
Phone: (812) 376-4240

BUDGET:

Local	$ 2,500.00
Federal	12,908.80
Total	$15,408.80

CONTACT: Meredith Thompson

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Basic Skills and Attitude Development

Participants 225 eleventh and twelfth graders

Summary See page 43

TITLE: SUPPORTIVE SERVICES FOR EDUCATIONALLY DISADVANTAGED STUDENTS

ABSTRACT #: 7

Blackford County

PROJECT #: 83-76-B

Blackford High School
R.R. 2
Hartford City, IN 47348
Phone: (317) 348-4300

BUDGET:

Local	$--
Federal	5,271.00
Total	$ 5,271.00

CONTACT: G. William Anderson

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Basic Skills and Attitude Development

Participants 150 ninth through twelfth graders

Summary See page 42

TITLE: WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM

ABSTRACT #: 8

Boone County

PROJECT #: 68-76-102B

Lebanon Community School Corp.
404 North Meridian St.
Lebanon, IN 46052
Phone: (317) 482-3400
(317) 769-3111
CONTACT: Denny Hesler

BUDGET:

Local	$ 6,067.80
Federal	15,884.20
Total	$21,952.00

Program Format EXTENDED EXPERIENCE APPROACH
On Job Training, Work-Study Experience

CAREER ORIENTATION

Participants 50 seventh through twelfth graders

Summary See page 53

TITLE: REMEDIAL SUPPORTIVE SERVICES FOR DISADVANTAGED STUDENTS

ABSTRACT #: 9

Cass County

PROJECT #: 87-76-B

El-Tip-Wa Area Vocational School
721 N. Sixth Street
Logansport, IN 46947
Phone: (219) 722-3811

BUDGET:
Local $--
Federal 29,500.00

CONTACT: Don Grostefon

Total $29,500.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Basic Skills and Attitude Development

Participants 55 tenth through twelfth graders

Summary See page 42

TITLE: BUILDING TRADES SUPPORTIVE SERVICES FOR DISADVANTAGED-HANDICAPPED STUDENTS

ABSTRACT #: 10

Cass County

PROJECT #: 53-76-B

Logansport Community School Corp.
2829 George Street
Logansport, IN 46947
Phone: (219) 753-0567

BUDGET:
Local $--
Federal 20,250.00

CONTACT: John R. Racop

Total $20,250.00

Program Format SEPARATE CLASSES APPROACH FOR SPECIAL NEEDS STUDENTS
Attitudes and Skills Training

Participants 23 ninth through twelfth graders

Summary See page 54

TITLE: PRE-VOCATIONAL EXPERIENCE LABORATORY

ABSTRACT #: 11

Clark County

PROJECT #: 74-76-102B

Greater Clark County Schools
2710 Hwy. 62
Jeffersonville, IN 47130
Phone: (812) 288-9550
(812) 282-0224
CONTACT: Judith C. Young

BUDGET:

Local	$ 6,500.00
Federal	29,525.00
Total	$36,025.00

Program Format MAINSTREAMING APPROACH
Pre-Vocational Experience

EXTENDED EXPERIENCE APPROACH
Occupational Skills Lab Experience

Participants 70 ninth through eleventh graders

Summary See page 38

TITLE: SPECIAL PROGRAMS FOR THE DISADVANTAGED

ABSTRACT #: 12

Decatur County

PROJECT #: 93-76-B

Greensburg Community Schools
504 East Central
Greensburg, IN 47240
Phone: (812) 663-7176

CONTACT: Robert Rigdon

BUDGET:

Local	$30,595.00
Federal	19,300.00
Total	$49,895.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Specific Employment Skills Training
Basic Skills and Attitudes Development

Participants 68 ninth through twelfth graders

Summary See page 45

TITLE: WORK ORIENTATION EDUCATION

ABSTRACT #: 13

Decatur County

PROJECT #: 84-76-B

South Decatur High School
R.R. 5
Greensburg, IN 47240
Phone: (812) 663-4595

BUDGET:

Local	$ 7,785.00
Federal	19,845.00
Total	$27,626.00

CONTACT: Dale Satterlee

Program Format CAREER ORIENTATION

EXTENDED EXPERIENCE APPROACH
On Job Training, Work-Study Experience

Participants 30 tenth through twelfth graders

Summary See page 59

TITLE: VOCATIONAL DISADVANTAGED YOUTH SUPPORTIVE SERVICES

ABSTRACT #: 14

DeKalb, LaGrange, Noble, and Steuben Counties

PROJECT #: 78-76-B

Four County Area Vocational Cooperative
701 E. Houston
Garrett, IN 46738
Phone: (219) 357-3122

BUDGET:

Local	$--
Federal	49,440.00
Total	$49,440.00

CONTACT: Jeffrey L. Heier

Program Format MAINSTREAMING APPROACH
Pre-Vocational Experience
Supplementary Supportive Services
Basic Skills and Attitude Development

Participants 388 ninth through twelfth graders

Summary See page 38

TITLE: VOCATIONAL TRAINING FOR THE BLIND
DeKalb, LaGrange, Noble, and Steuben Counties

ABSTRACT #: 15

PROJECT #: 49-76-B

Garrett-Keyser-Butler, Fremont Comm. Schools, N.E. In. Special Educ. Co-op.
401 Jefferson, Rome City, IN 46784
Phone: (219) 854-2414
(219) 854-2415
CONTACT: Marsha Connolly
William J. McKinney
Anthony Wesolowski

BUDGET:
Local $ 9,800.00
Federal 11,400.00
Total $21,200.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Specialized Assistance

AUDIO-VISUAL AND INSTRUCTIONAL MATERIALS DEVELOPMENT

Participants ninth grade blind student

Summary See page 46

TITLE: PVE (PRE-VOCATIONAL EDUCATION) FOR TMR STUDENTS
DeKalb, LaGrange, Noble, and Steuben Counties

ABSTRACT #: 16

PROJECT #: 50-76-B

Garrett-Keyser-Butler, Fremont Comm. Schools, N.E. In. Special Educ. Co-op.
401 Jefferson, Rome City, IN 46784
Phone: (219) 854-2417
(219) 854-2414
CONTACT: William McKinney
Anthony Wesolowski
Mike Christ

BUDGET:
Local $16,700.00
Federal 14,200.00
Total $30,900.00

Program Format SEPARATE CLASSES APPROACH FOR SPECIAL NEEDS STUDENTS
On Job Training, Work-Study Experience
Comprehensive Individual Support

Participants 9 tenth through twelfth graders

Summary See page 55

TITLE: VOCATIONAL EDUCATION TRAINING FOR HIGH SCHOOL AGE TMR STUDENTS

ABSTRACT #: 17

Delaware County

PROJECT #: 46-76-B

Muncie Community Schools
328 E. Washington St.
Muncie, IN 47305
Phone: (317) 747-5250

CONTACT: Herschel Eastman

BUDGET:

Local	$ 4,075.00
Federal	20,512.00
Total	$24,587.00

Program Format SEPARATE CLASSES APPROACH FOR SPECIAL NEEDS STUDENTS
On Job Training, Work-Study Experience

Participants 15 tenth through twelfth graders

Summary See page 56

TITLE: A JOINT VOCATIONAL AND SPECIAL EDUCATION WORK EXPERIENCE PROGRAM FOR THE HANDICAPPED

ABSTRACT #: 18

Dubois, Spencer, and Perry Counties

PROJECT #: 44-76-B

Dubois, Spencer, Perry Exceptional Children's Co-op
Box 191, Jasper, IN 47546
Phone: (812) 482-6661

CONTACT: Joan Melsheimer

BUDGET:

Local	$ 4,600.00
Federal	17,050.00
Total	$21,650.00

Program Format SEPARATE CLASSES APPROACH FOR SPECIAL NEEDS STUDENTS
On Job Training, Work-Study Experience
Attitudes and Skills Training

Participants 36 ninth through twelfth graders

Summary See page 56

TITLE: VOCATIONAL PROGRAM OF SUPPORTIVE SERVICES FOR DISADVANTAGED STUDENTS

ABSTRACT #: 19

Elkhart County

PROJECT #: 86-76-B

Elkhart Community Schools
2720 California Road
Elkhart, IN 46514
Phone: (219) 295-4758

CONTACT: Dr. James H. Broadbent

BUDGET:

Local	$--
Federal	74,894.00
Total	$74,894.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Comprehensive Individual Support

Participants 91 tenth through twelfth graders

Summary See page 46

TITLE: INSTANT REPLAY

ABSTRACT #: 20

Fayette County

PROJECT #: 67-76-102B

Connersville Area Vocational School
1000 Ranch Road
Connersville, IN 47331
Phone: (317) 825-0317

CONTACT: Paul Ridenour

BUDGET:

Local	$--
Federal	7,335.00
Total	$ 7,335.00

Program Format AUDIO-VISUAL AND INSTRUCTIONAL MATERIALS DEVELOPMENT

Participants 100 eleventh and twelfth graders

Summary See page 61

TITLE: DISADVANTAGED AND HANDICAPPED **ABSTRACT #:** 21

Floyd County

PROJECT #: 95-76-B

New Albany-Floyd County Consolidated
School Corporation
802 E. Market St., New Albany, IN 47150
Phone: (812) 948-1631

BUDGET:

Local	$ 9,837.00
Federal	34,421.00
Total	$44,258.00

CONTACT: William L. Hunter

Program Format EXTENDED EXPERIENCE APPROACH
On Job Training, Work-Study Experience

MAINSTREAMING APPROACH
Supplementary Supportive Services
Comprehensive Individual Support

Participants 157 eleventh and twelfth graders

Summary See page 52

TITLE: COMMUNICATION SKILLS AND MATH SKILLS FOR THE DISADVANTAGED AND HANDICAPPED **ABSTRACT #:** 22

Floyd County

PROJECT #: 94-76-B

Prosser Vocational Center
New Albany-Floyd County School Corp.
New Albany, IN 47150
Phone: (812) 945-2633

BUDGET:

Local	$ 6,080.80
Federal	41,666.00
Total	$47,746.80

CONTACT: Delmar Johnson

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Basic Skills and Attitude Development

Participants 400 eleventh and twelfth graders and postsecondary

Summary See page 43

TITLE: WORKING AND LIVING WITH OTHERS **ABSTRACT #:** 23

Hancock and Madison Counties PROJECT #: 92-76-B

Hancock-South Madison Joint Services Unit
501 N. Franklin Street
Greenfield, IN 46140
Phone: (317) 462-9527

BUDGET:

Local	$ 9,100.00
Federal	36,415.00
Total	$45,515.00

CONTACT: Ronald J. Myers

Program Format EXTENDED EXPERIENCE APPROACH
On Job Training, Work-Study Experience

MAINSTREAMING APPROACH
Supplementary Supportive Services
Comprehensive Individual Support

Participants 132 ninth through twelfth graders

Summary See page 50

TITLE: PROPOSAL FOR HANDICAPPED CHILDREN **ABSTRACT #:** 24

Hendricks County PROJECT #: 99-76-B

Danville Community School Corp.
400 Urban St.
Danville, IN 46122
Phone: (317) 745-2212

BUDGET:

Local	$ 1,950.00
Federal	10,897.00
Total	$12,847.00

CONTACT: Henry N. Cox

Program Format SEPARATE CLASSES APPROACH FOR SPECIAL NEEDS STUDENTS
On Job Training, Work-Study Experience

Participants 15 ninth through twelfth graders

Summary See page 57

19

TITLE: INTERDISCIPLINARY COOPERATIVE EDUCATION

ABSTRACT #: 25

Hendricks County

PROJECT #: 116-76-B

Indiana Boys' School
Department of Correction
P.O. Box 211, Plainfield, IN 46168
Phone: (317) 839-7751, ext. 33

CONTACT: Charles Crafton

BUDGET:

Local	$19,800.00
Federal	5,000.00
Total	$24,800.00

Program Format EXTENDED EXPERIENCE APPROACH
On Job Training Work-Study Experience

MAINSTREAMING APPROACH
Supplementary Supportive Services
Comprehensive Individual Support

Participants 14 tenth through twelfth graders

Summary See page 53

TITLE: OUR HOUSE

ABSTRACT #: 26

Henry County

PROJECT #: 59-76-102B

Blue River Valley Schools
R.R. #5
New Castle, IN 47362
Phone: (317) 836-4816

CONTACT: Bella Schmidt

BUDGET:

Local	$41,135.00
Federal	7,646.00
Total	$48,781.00

Program Format EXTENDED EXPERIENCE APPROACH
Occupational Skills Lab Experience

Participants 18 ninth graders

Summary See page 48

TITLE: PRE-VOCATIONAL AND VOCATIONAL TRAINING FOR TMR STUDENTS

ABSTRACT #: 27

Kosciusko County

PROJECT #: 52-76-B

Warsaw Community School Corp.
North Central Indiana Spec. Ed. Coop.
E. Main St., Warsaw, IN 46580
Phone: (219) 267-2747

CONTACT: John R. Cripe

BUDGET:

Local	$--
Federal	25,580.00
Total	$25,580.00

Program Format SEPARATE CLASSES APPROACH FOR SPECIAL NEEDS STUDENTS
Attitudes and Skills Training

Participants 19 TMR students between ages 13-18

Summary See page 55

TITLE: VOCATIONAL IMPROVEMENT PROGRAM

ABSTRACT #: 28

Lake County

PROJECT #: 66-76-102B

East Chicago Public Schools
210 E. Columbus Drive
East Chicago, IN 46312
Phone: (219) 398-3377

CONTACT: Mr. James G. Porter

BUDGET:

Local	$ 38,000.00
Federal	80,420.00
Total	$118,420.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Basic Skills and Attitude Development

Participants 240 eleventh and twelfth graders

Summary See page 43

TITLE: HELP TO OVERCOME EDUCATIONAL PROBLEMS (HOEP)

ABSTRACT #: 29

Lake County

PROJECT #: 56-76-102B

Gary Community School Corp.
620 East 10th Place
Gary, IN 46402
Phone: (219) 962-7571

CONTACT: Jewitt L. White

BUDGET:

Local	$--
Federal	79,611.64
Total	$79,611.64

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Basic Skills and Attitude Development

Participants 720 eleventh and twelfth graders

Summary See page 40

TITLE: LABS-LEARNING AND APPLYING BASIC SKILLS TO OCCUPATIONS

ABSTRACT #: 30

Lake County

PROJECT #: 61-76-102B

School City of Hammond
5935 Hohman Ave.
Hammond, IN 46320
Phone: (219) 932-5700, ext. 50

CONTACT: Andrew M. Adaska

BUDGET:

Local	$ 4,000
Federal	35,286
Total	$39,286

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Basic Skills and Attitude Development

Participants 144 tenth through twelfth graders

Summary See page 42

TITLE: WRITE-ON PHASE 6

ABSTRACT #: 31

LaPorte County

PROJECT #: 69-76-102B

Michigan City Area Schools
Elston Jr. High
301 Detroit St., Michigan City, IN 46360
Phone: (219) 872-9451

CONTACT: Allan G. Whitlow

BUDGET:

Local	$--
Federal	52,200.00
Total	$52,200.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Basic Skills and Attitude Development

Participants 144 seventh through ninth graders

Summary See page 41

TITLE: ASSIST

ABSTRACT #: 32

Lawrence County

PROJECT #: 72-76-102B

North Lawrence Schools
(Voc - Tech Center)
Rd. 50 East, Bedford, IN 47421
Phone: (812) 279-3561

CONTACT: Don Piper

BUDGET:

Local	$--
Federal	20,969.00
Total	$20,969.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Basic Skills and Attitude Development

Participants 26 eleventh and twelfth graders

Summary See page 41

TITLE: PRE-JOB COUNSELOR

ABSTRACT #: 33

Madison County

PROJECT #: 60-76-102B

Dept. of Correction
Indiana Reformatory
P.O. Box 28, Pendleton, IN 46064
Phone: (317) 778-2107

CONTACT: Elmo Anderson

BUDGET:

Local	$ 4,864.00
Federal	15,454.00
Total	$20,318.00

Program Format PLACEMENT AND FOLLOW-UP SERVICES

Participants 185 inmates being paroled or discharged from Vocations Shops

Summary See page 62

TITLE: UTILIZING A DISTRIBUTIVE EDUCATION CONCEPT

ABSTRACT #: 34

Marion County

PROJECT #: 112-76B

Central State Hospital
3000 West Washington Street
Indianapolis, IN 46222
Phone: (317) 633-7250

CONTACT: William B. Shuba

BUDGET:

Local	$--
Federal	61,501.33
Total	$61.501.33

Program Format SEPARATE CLASSES APPROACH FOR SPECIAL NEEDS STUDENTS
Comprehensive Individual Support
On Job Training, Work-Study Experience

Participants 184 ninth through twelfth graders and adults

Summary See page 57

TITLE: INTENSIVE OFFICES LABORATORY PROJECT

ABSTRACT #: 35

Marion County

PROJECT #: 115-76-B

Goodwill Industries of Central Indiana
1635 West Michigan Street
Indianapolis, IN 46222
Phone: (317) 636-2541, ext. 237

BUDGET:
Local $13,156.32
Federal 19,470.00
Total $32,626.32

CONTACT: Mrs. Nancy Nelson

Program Format SEPARATE CLASSES APPROACH FOR SPECIAL NEEDS STUDENTS
On Job Training, Work-Study Experience

Participants 24 adults

Summary See page 57

TITLE: VOCATIONAL EDUCATION SUPPORTIVE SERVICES FOR DISADVANTAGED STUDENTS

ABSTRACT #: 36

Marion County

PROJECT #: 98-76-B

Indianapolis Public Schools Career
Education Center, 1500 E. Michigan St.
Indianapolis, IN 46201
Phone: (317) 266-4630

BUDGET:
Local $--
Federal 68,988.00
Total $68,988.00

CONTACT: Mr. Ithel Shoemaker

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Comprehensive Individual Support

EXTENDED EXPERIENCE APPROACH
On Job Training, Work-Study Experience

Participants 250 tenth through twelfth graders

Summary See page 47

TITLE: VOCATIONAL PROGRAM FOR THE HANDICAPPED

ABSTRACT #: 37

Marion County

PROJECT #: 51-76-B

Metropolitan School District of Lawrence Township, 7601 E. 56tn Street
Indianapolis, IN 46226
Phone: (317) 849-6988

CONTACT: Mr. Howard Noble

BUDGET:

Local	$ 7,515.00
Federal	19,740.00
Total	$27,255.00

Program Format MAINSTREAMING APPROACH
Pre-Vocational Experience

EXTENDED EXPERIENCE APPROACH
Occupational Skills Lab Experience

Participants 26 ninth through twelfth graders

Summary See page 38

TITLE: STUDENT ALTERNATIVE VOCATIONAL EDUCATION

ABSTRACT #: 38

Marion County

PROJECT #: 81-76-B

Metropolitan School District of Washington Township, 1605 East 86th Street
Indianapolis, IN 46240
Phone: (317) 259-5238

CONTACT: Don Pennington

BUDGET:

Local	$ 7,000.00
Federal	20,130.00
Total	$27,130.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Basic Skills and Attitude Development
Specific Employment Skills Training

Participants 730 ninth through twelfth graders

Summary See page 40

TITLE: WEST CENTRAL JOINT SERVICES

ABSTRACT #: 39

Marion County

PROJECT #: 43-76-B

Metropolitan School District of Wayne
Township, 1220 S. High School Rd.
Indianapolis, IN 46241
Phone: (317) 243-8251

CONTACT: Thomas G. Garrison

BUDGET:

Local	$172,070.00
Federal	92,779.00
Total	$264,849.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Specific Employment Skills Training
Comprehensive Individual Support

Participants 330 ninth through twelfth graders

Summary See page 45

TITLE: DISADVANTAGED OCCUPATIONAL TRAINING

ABSTRACT #: 40

Marion County

PROJECT #: 57-76-B

Metropolitan School District of Wayne
Township, 1220 S. High School Rd.
Indianapolis, IN 46241
Phone: (317) 243-8251

CONTACT: Thomas G. Garrison

BUDGET:

Local	$109,124.00
Federal	21,400.00
Total	$130,524.00

Program Format MAINSTREAMING APPROACH
Pre-Vocational Experience

Participants 80 ninth graders

Summary See page 39

TITLE: PARK FLETCHER ALTERNATIVE PLAN **ABSTRACT #:** 41

Marion County

PROJECT #: 58-76-B

Metropolitan School District of Wayne Township, 1220 South High School Rd.
Indianapolis, IN 46241
Phone: (317) 243-8251

CONTACT: Thomas G. Garrison

BUDGET:

Local	$73,799.00
Federal	17,120.00
Total	$90,919.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Comprehensive Individual Support

Participants 140 ninth through twelfth graders

Summary See page 47

TITLE: A WORK-STUDY CHANCE FOR DISADVANTAGED JUNIORS AND SENIORS **ABSTRACT #:** 42

Monroe County

PROJECT #: 65-76-102B

Monroe County Community School Corp.
315 North Drive
Bloomington, IN 47401
Phone: (812) 339-3481

CONTACT: Elizabeth Wampler

BUDGET:

Local	$16,609.94
Federal	17,952.00
Total	$34,561.94

Program Format EXTENDED EXPERIENCE APPROACH
On Job Training, Work-Study Experience

Participants 25 eleventh and twelfth graders

Summary See page 51

TITLE: THE HANDICAPPED - PREPARATION OF THE INDIVIDUAL FOR EMPLOYMENT

ABSTRACT #: 43

Morgan County

PROJECT #: 45-76-B

Metropolitan School District of
Martinsville, 190 S. Jefferson St.
Martinsville, IN 46151
Phone: (317) 342-9900

BUDGET:

Local	$--
Federal	14,000.00
Total	$14,000.00

CONTACT: Jacqueline S. Peay

Program Format SEPARATE CLASSES APPROACH FOR SPECIAL NEEDS STUDENTS
Attitudes and Skills Training

EXTENDED EXPERIENCE APPROACH
Occupational Skills Lab Experience

Participants Ungraded trainable mentally retarded students

Summary See page 54

TITLE: OCCUPATIONAL EXPERIENCE LABORATORY

ABSTRACT #: 44

DeKalb, LaGrange, Noble,
and Steuben Counties

PROJECT #: 48-76-B

Garrett-Keyser-Butler, Fremont Comm.
Schools, N.E. In. Special Educ. Coop.
401 Jefferson, Rome City, IN 46784
Phone: (219) 854-2413
(219) 854-2414

BUDGET:

Local	$14,500.00
Federal	17,050.00
Total	$31,550.00

CONTACT: William McKinney
Roger Kryder
Anthony Wesolowski

Program Format MAINSTREAMING APPROACH
Pre-Vocational Experience

EXTENDED EXPERIENCE APPROACH
Occupational Skills Lab Experience

Participants 20 ninth and tenth graders

Summary See page 37

TITLE: CAREER INVESTIGATION

ABSTRACT #: 45

PROJECT #: 64-76-102B

Porter County

Porter County Career Education Cooperative
507 Campbell St.
Valparaiso, IN 46383
Phone: (219) 464-2415

CONTACT: Steve Hewlett

BUDGET:

Local	$ 68,810.00
Federal	47,265.00
Total	$116,075.00

Program Format CAREER ORIENTATION

MAINSTREAMING APPROACH
Pre-Vocational Experience

Participants 325 ninth through twelfth graders

Summary See page 60

TITLE: A PROGRAM OF VOCATIONAL EDUCATION FOR DISADVANTAGED AND HANDICAPPED

ABSTRACT #: 46

PROJECT #: 73-76-102B

Porter County

Porter County Career Education Cooperative
507 Campbell St.
Valparaiso, IN 46383
Phone: (219) 464-2415

CONTACT: Steve Hewlett

BUDGET:

Local	$ 5,000.00
Federal	30,750.00
Total	$35,750.00

Program Format MAINSTREAMING APPROACH
Pre-Vocational Experience

Participants 75 ninth and tenth graders

Summary See page 37

TITLE: PROJECT SERV

ABSTRACT #: 47

Posey County

PROJECT #: 75-76-B

Metropolitan School District of
Mt. Vernon, 1000 W. 4th St.
Mt. Vernon, IN 47620
Phone: (812) 838-4471

CONTACT: Melvin J. Levin

BUDGET:

Local	$ 620.00
Federal	28,863.00
Total	$29,483.00

Program Format EXTENDED EXPERIENCE APPROACH
On Job Training, Work-Study Experience

Participants 60 ninth through twelfth graders

Summary See page 51

TITLE: PROGRAM FOR INCREASING SUCCESSFUL PLACEMENT FOR VOCATIONAL STUDENTS

ABSTRACT #: 48

Ripley County

PROJECT #: 85-76-B

Southeastern Indiana Vocational School
Box 156
Versailles, IN 47042
Phone: (812) 689-5253

CONTACT: James Dent

BUDGET:

Local	$--
Federal	13,500.00
Total	$13,500.00

Program Format PLACEMENT AND FOLLOW-UP SERVICES

Participants 800 eleventh and twelfth graders

Summary See page 62

TITLE: SPECIAL NEEDS IN AUTOMOTIVE SERVICE

ABSTRACT #: 49

Ripley County

PROJECT #: 71-76-102B

Southeastern Indiana Vocational School
Box 156
Versailles, IN 47042
Phone: (812) 689-5253

CONTACT: James Dent

BUDGET:

Local	$--
Federal	11,700.00
Total	$11,700.00

Program Format EXTENDED EXPERIENCE APPROACH
Occupational Skills Lab Experience

MAINSTREAMING APPROACH
Supplementary Supportive Services
Specific Employment Skills Training

Participants 32 eleventh graders

Summary See page 49

TITLE: PRE-VOC ED PROGRAM FOR EDUCABLE MENTALLY RETARDED STUDENTS

ABSTRACT #: 50

Ripley, Ohio, Dearborn Counties

PROJECT #: 42-76-B

Ripley-Ohio-Dearborn Special Education Cooperative, R.R. #2 Lawrenceville Rd.
Sunman, IN 47041
Phone: (812) 623-2291

CONTACT: Rick Rieman

BUDGET:

Local	$69,000.00
Federal	14,000.00
Total	$83,000.00

Program Format SEPARATE CLASSES APPROACH FOR SPECIAL NEEDS STUDENTS
Attitudes and Skills Training
On Job Training, Work-Study Experience

Participants 114 ninth through twelfth graders

Summary See page 55

TITLE: OCCUPATIONAL MATHEMATICS

ABSTRACT #: 51

Shelby County

PROJECT #: 91-76-B

Blue River Vocational Technical Center
789 St. Joseph Street
Shelbyville, IN 46176
Phone: (317) 392-4191

CONTACT: Marvin L. Copes

BUDGET:

Local	$ 1,500.00
Federal	11,800.00
Total	$13,300.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Basic Skills and Attitude Development

Participants 280 students - a few ninth and tenth graders, but mostly eleventh and twelfth

Summary See page 39

TITLE: SUPPORTIVE SERVICES FOR DISADVANTAGED STUDENTS

ABSTRACT #: 52

Sullivan County

PROJECT #: 55-76-102B

Southwest School Corporation
220 Wolfe St. Box 270
Sullivan, IN 47882
Phone: (812) 268-6301, ext. 38

CONTACT: Lee French

BUDGET:

Local	$--
Federal	13,873.00
Total	$13,873.00

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Specific Employment Skills Training

EXTENDED EXPERIENCE APPROACH
Occupational Skills Lab Experience

Participants 50 tenth through twelfth graders

Summary See page 44

TITLE: VOCATIONAL AUTO MECHANICS **ABSTRACT #:** 53

Wabash County PROJECT #: 96-76-B

White's High School
R.R. #5, Box 78
Wabash, IN 46992
Phone: (219) 563-1158

BUDGET:
Local $--
Federal 12,450.00
Total $12;450.00

CONTACT: Lewis K. Curless

Program Format EXTENDED EXPERIENCE APPROACH
Occupational Skills Lab Experience

MAINSTREAMING APPROACH
Supplementary Supportive Services
Specific Employment Skills Training

Participants 40 seventh through twelfth graders plus some remedial and elementary students

Summary See page 49

TITLE: INTERDISCIPLINARY COOPERATIVE EDUCATION **ABSTRACT #:** 54

Washington County PROJECT #: 82-76-B

South Central Area Vocational School
R.R. #2
Campbellsburg, IN 47108
Phone: (812) 755-4868

BUDGET:
Local $ 1,725.00
Federal 12,000.00
Total $13,725.00

CONTACT: Dearld Dean Colgan

Program Format EXTENDED EXPERIENCE APPROACH
On Job Training, Work-Study Experience

Participants 30 eleventh and twelfth graders

Summary See page 54

TITLE: VOCATIONAL EDUCATION SUPPORTIVE SERVICES FOR DISADVANTAGED STUDENTS

ABSTRACT #: 55

Wayne County

PROJECT #: 80-76-B

Richmond Community Schools
Whitewater Blvd.
Richmond, IN 47374
Phone: (317) 966-1741, ext. 20

BUDGET:

Local	$ 2,919.24
Federal	14,637.00
Total	$17,556.24

CONTACT: Herbert Davis

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Comprehensive Individual Support

Participants 154 ninth through twelfth graders

Summary See page 47

TITLE: VOCATIONAL EDUCATION SUPPORTIVE SERVICES FOR DISADVANTAGED

ABSTRACT #: 56

Whitley County

PROJECT #: 77-76-B

Columbia City Joint High School
600 N. Whitley Street
Columbia City, IN 46725
Phone: (219) 244-5772

BUDGET:

Local	$ 723.00
Federal	3,377.00
Total	$ 4,100.00

CONTACT: Dale Pence

Program Format MAINSTREAMING APPROACH
Supplementary Supportive Services
Specific Employment Skills Training

EXTENDED EXPERIENCE APPROACH
On Job Training, Work-Study Experience

Participants 37 ninth through twelfth graders

Summary See page 44

SUMMARIES

This SUMMARIES *section lists projects in outline form by their program format categories and labels them by their abstract #'s for easy cross reference to information given in the* ABSTRACTS *section. Since some projects fit more than one program category, it provides a* SEE ALSO: *reference at the end of each category. The complete outline of program categories used in this section is listed here.*

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A. MAINSTREAMING APPROACH

1. Pre-Vocational Experience

ABSTRACT #46

The objectives of this project are to provide a special program of supportive services, scheduling, and curriculum modification that will gain disadvantaged and handicapped students access to regular vocational education programs. By extending skills development and providing a broader range of vocational options for special needs students, this pre-vocational education project will help identify and develop in students the capabilities necessary to enter, adjust to, and succeed in a regular program of vocational education.

Selected D & H students are enrolled in a course of vocational group instruction and, on individual schedules, participate in vocational program areas. One-half of the school day involves instruction in academic clusters provided by the Special Education Cooperative, and the other half involves vocational training and related instruction. The learning coordinator provides supportive instruction and assistance to students participating in a regular vocational area.

Many students that could benefit from vocational training while in high school cannot compete because they are behind in credit requirements for graduation or lack prerequisites of regular vocational education enrollment. Other students, who might remain in school if involved in relevant programs, often drop out before they become qualified for enrollment as juniors or seniors. The disadvantaged students have occupational training needs which are often not met without good pre-vocational education programs.

ABSTRACT #44

The objectives of this project are to teach the following marketable skills: interior decorating, glass installation, painting and papering, paneling, and cleaning and custodial services.

Participation in the Occupational Experience Laboratory will be a prerequisite for and an integral part

of the pre-vocational education program, as well as being open to regular students who express an interest. This lab will be taught by a full-time person, so as to enable students to be scheduled in and out of the lab as their academic and vocational schedules permit.

ABSTRACT #11

This project is designed to teach specific vocational skills in structural work occupations, miscellaneous merchandising, and service occupations, to use the teaching of these specific skills as a vehicle to develop good work habits, work attitudes, and work-related social skills necessary for successful job performance and full-time employment, and to better prepare handicapped and educationally disadvantaged students to succeed in regular high school vocational classes.

Students, who are transported from five high schools to the lab for 2 - 2 1/2 hour sessions per day, will engage in hands-on experience units initially and progress to larger projects as their skills develop. This program will use performance objectives as well as behavioral and attitudinal checklists to insure accountability. This pre-vocational experience is designed to mainstream into regular vocational programs handicapped and educationally disadvantaged students who would otherwise not be successful.

ABSTRACT #14

The objective of this project is to increase the abilities of ninth and tenth grade students to read and write so that they will gain the self-confidence necessary to enter regular vocational programs.

The project provides counselor, remedial specialist, and paraprofessional assistance to disadvantaged students in the form of special courses and guidance.

ABSTRACT #37

The objective of this project is to provide disadvantaged and handicapped pupils with practical skills

leading to vocational competence and with human relations skills useful in actual vocational situations.

The program's manufacturing workshop will provide manipulative training for students in routine occupational tasks through which they will develop greater potential for employment. A pre-maintenance workshop, a hands-on class for those of less ability, and a course in human relations and career exploration will use multi-sensory approaches and include on-site visitations.

Thus, the program will increase the number of students who can be mainstreamed into regular vocational programs so that they can graduate with an immediately marketable skill.

ABSTRACT #40

The objective of this project is to assist disadvantaged junior high school students to find meaningful goals through a pre-vocational program.

Ninth grade students, who have received individual counseling, are bused from three schools for a half day of classes in English, math, and three vocational subjects. Students may earn three credits a semester while gaining competence necessary to enroll in regular vocational programs in their junior and senior years.

SEE ALSO: p. 60 #45

2. Supplementary Supportive Services

a. Basic Skills and Attitude Development

ABSTRACT #51

The objective of this project is to improve students' competency in basic mathematics so they can handle problems involving mathematics in their respective work areas. Material covered will include: whole number operations, decimals and place values, fractions (all operations), percentage, measurement, and metrics. A standard test in

basic mathematics will be used to determine the present levels of math ability of the group and as a basis for selecting students who will participate. The program will arrange for small group classes so as to provide individual attention to students.

ABSTRACT #29

The objectives of this project are to help students overcome difficultues in their vocational training due to deficiencies in reading and mathematical skills and to help students who have overwhelming personal and motivation problems learn to solve their personal and on-the-job problems. The program does not provide a separate course but provides additional individualized and group instruction in reading and math, guidance sessions, and instruction on test-taking skills.

ABSTRACT #38

The objective of this project is to interrelate academic and vocational education into one program which will meet the special needs of disadvantaged students who could not otherwise succeed in a regular program. It will provide a concentrated, articulated guidance program to accommodate the special needs of the identified students and will develop communications and mathematics skills of vocational students by directly relating these areas to the vocational interests of the students.

Students in the program spend their total school day in a program which is built around their vocational interests. The resource instructors work with students on a small group or individual basis to improve communications and math skills. It is hoped that probable dropouts will remain in school until they have obtained employable skills and met requirements for graduation.

ABSTRACT #2

The basic skills program is designed to service the vocational student by diagnosing levels of basic

math and reading skills, by providing individually prescribed instructions in basic skills and their application to content areas, and by improving student attitudes and self concepts through individual attention.

The program will test all students enrolled in vocational programs at the regional vocational center to identify students' various levels of ability in math and reading. It will then counsel students on an individual basis in relation to test results and establish learning centers throughout the vocational center for use of participating volunteers from the various training areas. The program will conduct continuous evaluation of individual progress through post testing, instructor evaluation, and student evaluation. The program expects, thus, to mainstream students with limited reading and math skills into regular vocational programs by providing supportive services.

ABSTRACT #32

The objectives of this project are to assist disadvantaged or handicapped students who are low achievers in academic subjects, mainly reading and mathematics, to master the written materials encountered in the course which leads to the career they have selected, and to assist them to function at a required level for job-entry training. Students who have a low level of academic achievement due to their inability to do the written work in their courses will be given vocational tutors who will work with small groups and individuals in remedial activities. Careful records will be kept in the career areas to as to monitor student progress.

ABSTRACT #31

The objectives of this project are to devote more individual attention to students who have had problems succeeding in regular school, to create a working relationship between home and school, and to provide in-service training for teachers of disadvantaged students. Teachers will work with extra classroom aides and social workers to determine what activities can help these special needs stu-

dents to find school meaningful and to make viable career choices.

ABSTRACT #30

The objective of this project is to design and implement a program which will provide help for disadvantaged students who are deficient in the use and application of basic communication skills and mathematical concepts needed in their chosen occupational field. A supplemental teacher will assist vocational instructors in all areas of class operation and will assist students in developing communication and math skills and more positive attitudes toward life.

ABSTRACT #9

This remedial supportive services program provides remedial reading and math instructors and a vocational guidance counselor who assists disadvantaged students to overcome their limitations and to profit from their vocational education programs. The remedial teachers work with individuals and small groups, using reading, writing, and math materials which are directly related to the vocational goals, and teaching functional skills related to the world of work (e.g. interviews, applications, taxes, etc.).

ABSTRACT #7

The primary goal of this project is to help students master the basic skills so that they will continue in school and be able to experience educational success.

The project employs one aide who works as an assistant to the teachers of remedial English by providing individuals and small groups with various drill activities prescribed by the teacher. Another aide supervises the more routine activities in the developmental reading lab under the supervision of the reading specialist. This enables the reading specialist to devote most of

her time to small group remedial reading instruction for students with severe reading handicaps.

ABSTRACT #22

The objectives of this project are to provide basic math and communication skills to disadvantaged and handicapped students so they can meet entry-level requirements of employers. Students needing help will be identified through a testing program, student record examinations, and vocational instructor referrals, and special classes will be held for them on a regular basis.

ABSTRACT #6

Because basic skills are necessary to successful employment, the objective of this project is to enable students to succeed in their vocational areas by helping them to improve their reading, comprehension, and verbal skills. After students have set their individual goals, an advisory committee will advise about course materials and curricula. If disadvantaged students are helped in this way, they can then be motivated to develop the occupational skills and positive work attitudes necessary for job placement.

ABSTRACT #28

The objective of this project is to provide remedial help, counseling, and supportive services which will enable students to stay in school where they can develop skills for entry into jobs. It will try to help students overcome their frustration and negative attitudes and find solutions for their individual problems.

Tests and records will help identify students who need help. They will be scheduled into remedial classes where learning materials are chosen to supplement the students' regular program.

SEE ALSO: p. 38 #14, p. 45 #12

b. Specific Employment Skills Training

ABSTRACT #56

The objectives of this project are to provide individual and small group assistance to disadvantaged students in order to improve their homemaking abilities and their salable skills, to acquaint them with the world of work and related occupations, to develop their understanding of employer expectations, to promote good work habits, and to give them experience working with people.

The program will hire a teacher to give individual assistance to students, and will use multimedia materials such as simulation games, self-learning packets, tapes, filmstrips, and film loops to aid slow readers. It will provide the enrichment of field trips, guest speakers, and on-the-job training experiences both in and out of school which will lead to placement in full-day work experiences during the senior year.

The specific vocational skills which will be taught are: (1) how to apply for a job and prepare for an interview, (2) work habits and social skills, (3) clothing-related skills for such work as fabric sales & garment construction in factories, (4) health service skills for work in hospitals and nursing homes, (5) food service skills, and (6) child-care skills for jobs in day-care centers and baby-sitting.

ABSTRACT #52

This program will provide basic information required for actual patient care and make the student more employable in the local hospitals, nursing homes, and home care jobs; it will provide usable skills to make students more employable by such consumers as Amax Coal Co., Peabody Coal Co., Stran Steel Co., and J.I. Case Co., and it will teach welding as related to agriculture.

Students will be enrolled in machine shop and home nursing classes, using the facilities of the Ivy Tech which is 18 miles away for those services the local school can not provide. The local hos-

pital and nursing homes will be used for clinical experience in the home nursing class. Transportation and supplies needed by students will be furnished.

ABSTRACT #39

The objective of this project is to provide severly handicapped persons with salable skills utilizing what abilities they posses. After students are given a battery of inventory analyses to ascertain what they can do, they are then ability grouped, and instructional programs are developed to meet their collective and individual needs. They are trained to enter a job or sheltered workshop which understands their limitations.

ABSTRACT #12

This program aims to teach students simple work skills, habits, and attitudes as well as basic skills in school so as to prepare them for full time employment at graduation.

Programs are shaped to individual needs by teachers and counselors who are especially able to deal with disadvantaged students.

ABSTRACT #5

This program will carefully select and employ three experienced aides to assist disadvantaged students to overcome their limitations and develop occupational skills.

These aides, chosen for their background in specific occupations and their understanding of the special needs students, will work to improve students' attitudes about themselves and their vocational endeavors. This program should enable students to function in a regular vocational program with improved attitudes, pride, and accomplishment.

SEE ALSO: p. 40 #38, p. 49, #49 and #53

c. Specialized Assistance

ABSTRACT #15

The general objectives of this project are to modify existing equipment for use by the blind and to provide supportive equipment so that blind students can function in regular vocational classes and can prepare to secure meaningful employment. The project will help students explore and choose vocations and will increase their daily living and work skills. They will learn to use normal transportation modes, to move around a work area with ease, and to adapt working equipment to suit their handicap (e.g., with braille calculators and printed matter). They will develop self-sufficiency in living and community environments as well.

The project will employ the skills and services of various specialists who teach the visually handicapped and will adapt regular, existing vocational programs to the needs of blind students. It will conduct follow-up studies to collect data on the employability of these students when they finish.

d. Comprehensive Individual Support

ABSTRACT #19

This project will provide disadvantaged students with ten regular vocational programs, with ancillary supportive services from paraprofessionals who will help them achieve job-entry skills, with support from a special needs counselor who will help them develop individual programs, and with placement services for full- or part-time jobs when they complete the project.

This program will mainstream the students into regular vocational programs, but they will attend three hour blocks of instruction, five days a week for the entire school year. An instructor and special needs paraprofessional will supervise instruction and other professionals will provide counseling and placement services.

ABSTRACT #55

This program's objective is to give comprehensive supportive services to disadvantaged students so that they can succeed in vocational programs. An occupational guidance coordinator will work closely with vocational teachers, guidance counselors, students, parents, and employers. The project will provide career guidance and help students to clarify their goals and to be more successful in their classes. When students are ready, the project will arrange for work-study experiences and, later, for job placement.

ABSTRACT #41

The overall objective of this alternative program is to keep students in the mainstream of education and to provide opportunities for them in a setting that is different than the formal educational structure while they are going through a period of personal adjustment in their lives. It enables them to continue receiving both academic and vocational credit on a flexible time schedule while working in an industrial complex. Students arrange for their own transportation, work out their own schedule, and progress at their own rate. It is anticipated that these students will return to the high school as regular students after they have worked through their personal problems.

ABSTRACT #36

The objectives of this project are to identify enrolled disadvantaged vocational students and to provide for them instructional or tutorial support while they participate in the mainstream of their vocational programs. The students will learn procedures for obtaining employment and will have employment experiences to stimulate their interest in school. The program will provide tutorial service, placement counseling, and part-time experience. In the end, the program will have developed a procedure for identifying disadvantaged students, a model for providing tutorial service, instructional materials common to several vocational areas, and

placement contacts and procedures for finding part-time jobs, all of which should help stimulate students to stay in school.

ABSTRACT #3

The objectives of this program are to provide social, health, and special services to disadvantaged students which will prepare them with entry-level employment skills and enable them to remain in school. It offers an alternative to special needs students who are unable to cope with regular day school.

The program modifies academic subjects so that they relate to employment requirements and prepare students for the world of work. Students may choose training in business and office work, home economics, or interdisciplinary cooperative education.

SEE ALSO: p. 45 #39, p. 50 #23
p. 52 #21, p. 53 #25

B. EXTENDED EXPERIENCE APPROACH

1. Occupational Skills Lab Experience

ABSTRACT #26

This exemplary innovative project supplies students with an actual house in which they can explore such occupations as carpentry, electrical work, plumbing, painting, plastering, horticulture, cement finishing, and home economics. While learning simple skills, students also learn to work together, to read plans and follow instructions, and to identify tools, equipment, and materials.

By means of this program, potential dropouts can be channeled into programs in which they can complete school and can learn skills which will enable them to become self-sufficient, contributing members of society. For three hours each day, students work to renovate the house or work in a greenhouse. Their general academic education is integrated with this program.

A professional teacher, an aide, and five retired craftsmen supervise the daily tasks and communicate to students their own attitude that work is an honorable and important part of life.

This house project has been featured in a State Dept. of Public Instruction film and in numerous newspapers and journals. The program has resulted in the introduction of several new courses in the regular vocational program, including, small engine repair, horticulture, and consumer problems.

ABSTRACT #53

The objectives of this project in vocational auto mechanics are to develop students' competence in routine auto maintenance, and to teach them the nature of 4-cycle internal combustion engines and a working knowledge of systems which function in them. It intends also that students acquire a respect for tools and equipment, the value of a systematic approach to routine auto mechanic work, and good attitudes toward fellow workers.

Two groups of students alternate weeks of coming to the auto mechanics program from their regular classes; during the week they come, they are each assigned to an auto work "detail" for three and a half hours daily. This training should enable students to gain employment in a filling station or garage or to enter a more advanced program; at very least it teaches them to do routine maintenance work on their own cars.

ABSTRACT #49

The objectives of this project are to prepare students to perform tasks required in the occupation of servicing and maintenance of automobiles and to help the students to acquire personal attributes necessary to secure and maintain gainful employment.

The project is offered as a part of an automotive occupations program. In it students receive greater individual attention than do regular students, the curriculum, which concentrates on the routine servicing aspects of auto mechanics, provides students with the opportunity to do service work on cars owned by staff members and the public at large. The project

is expected to more effectively help disadvantaged students because homogeneous grouping is used as a basis for developing curriculum and instruction.

SEE ALSO: p. 37 #44, p. 38 #11 and #37
p. 44 #52, p. 54 #43

2. On Job Training, Work-Study Experience

ABSTRACT #23

Past experience indicates that disadvantaged and handicapped students require a period of adjustment in order to be successful in the labor market. These students typically do not have the self-confidence required to initially make successful job applications on their own. They welcome help from work experience coordinators, and they invariably need to develop many basic vocational skills.

The Working and Living with Others Program is designed to provide vocational education and on-the-job training for a select group of these students whose educational objectives are to enter the labor market as soon as possible. The program hopes to motivate students to complete their academic education while they receive high school credits for on-the-job training from local employers. The employers can help them make a smooth transition directly into the job market after graduation, and the students can perform valuable service to business and industries. They learn to make sound occupational choices or adjustments appropriate to their personal aptitudes and needs.

The program will employ community work-experience and placement coordinators who will extend the school's educational process into the community by identifying job openings and matching students with appropriate job opportunities. The employers will enter into written agreements with the students, the parents, and the school for the purpose of on-the-job training.

Students who take part in this program will spend at least one-half day in the traditional academic subjects at their home school and must enroll in a vocationally related course in order to receive credit toward graduation.

Before the students are placed on the job, they will receive a personal needs assessment and occupational counseling by the school counselor and community work experience coordinator. After being placed on the job, the student will receive periodic on-site visitations and job adjustment counseling from the work experience coordinator. Employers will submit a rating of the student worker to the work coordinator frequently throughout the school year. Areas of needed improvement will be discussed with the student and the employer.

A vocational education advisory council will function as a community liason and will provide resource persons for mini-vocational guidance conferences at individual schools. This advisory council will also provide resource persons for maxi-conferences involving all students enrolled in the project in the five participating school corporations.

In general, it is expected that the activities of this program will bring about a positive change in the behavior, personalities, and lives of the students involved and that they will become more competent and flexible on the job.

ABSTRACT #47

The objectives of Project SERV are to help students overcome the condition which caused their disadvantagement, to help them develop social skills, to provide them with vocational guidance and counseling, and to give them an experience of the world of work.

The students have interviews with their potential employers before beginning work at the job stations and have weekly meetings with the coordinator to report progress and discuss problems. They log a total of fifty hours of work per semester credit and accumulate experience in six or more work stations of their choice. During the senior year, students will concentrate on the particular skill that is, by then, their preferential choice for intensive training.

ABSTRACT #42

In this program a high school will work cooperatively with the area vocational school. Twenty to twenty-

five identified disadvantaged students will participate in the program during their junior and senior years; these students will take three basic required subjects and a career-related class stressing the support-success component and will have the opportunity to experience a work setting as a part of the regular school day. They will receive six credits each semester for this program.

The students will also have the opportunity to become more familiar with the area vocational school's program and be encouraged to utilize these resources in checking out their vocational interests and aptitudes. If students in this program at any time indicate interest in a regular vocational program, are experiencing success in other classes, and have satisfactory recommendations from the employer, cooperative efforts will be initiated to channel these students into appropriate skill training areas. The area vocational school instructors will also be asked to assist in finding jobs for these disadvantaged students and to consult with students desiring specific vocational skill information.

ABSTRACT #21

The overall objective of the project is to work with the total environment of disadvantaged and handicapped students. It uses the regular school program and the community to set up special educational alternatives for these special needs students which include such combinations as (1) vocational career clusters training programs for ninth and tenth graders and (2) mixed educational training programs (e.g. some combination of night and day programs, regular vocational programs, learning labs, GED, and programs for older students who are in lower grades).

Some of the community elements with which the school works are comprehensive manpower, employment security, and urban league groups who help provide on-the-job training with pay, summer or after school jobs, and opportunities in vocational areas usually closed to disadvantaged and handicapped students.

The program provides for the special needs of D & H students by offering individual and group counseling, by organizing special educational opportunities such as speaking engagements and factory visits,

by working closely with parents and making home visits, and by providing in-service help to administrators, counselors, and teachers who deal with these students.

ABSTRACT #8

The objective of this project is to provide for the students relevant guidance and counseling in the established vocational and career education programs so that they might have greater chances for success in the world of work and in academic pursuits. It provides frequent contact with students who have social and emotional problems so as to facilitate their transition from school to work.

Students are referred by teachers and counselors to the program coordinator who interviews them, contacts their parents and obtains permission for them to take part in the program if they are interested. The schedules for the students are re-arranged to include a job-related class. Later the students are placed in job situations, depending on their enthusiasm, ability, and the availability of jobs.

ABSTRACT #25

This interdisciplinary cooperative education program serves as an extension of the present vocational offering by providing training opportunities for students whose occupational interests fall outside the vocational areas offered, by providing continued training opportunities to students who are ready for actual on-the-job training to further develop not only their vocational skills but also their social skills related to the work world, and by offering supportive services to students so they can improve their communication and math skills.

The learning activities fall into two categories. The first consists of on-the-job training where the student develops job skills, sharpens his ability to get along with employers, fellow employees, and customers, and develops good work habits. The other phase of training consists of general related classroom instruction concerning the work-a-day world, such as finding and applying for a job, job interviews, and attitudes toward work.

ABSTRACT #54

The objective of this interdisciplinary cooperative education program is to keep students in school until graduation (or until they reach a higher proficiency in employable skills) by relating their vocational training programs with actual job experience.

Selected students who have received counseling enter into training agreements which enable them to work in selected training stations and to take related classes.

SEE ALSO: p. 44 #56, p. 47 #36
p. 48 #3, p. 59 #13

C. SEPARATE CLASSES APPROACH FOR SPECIAL NEEDS STUDENTS (Mentally Retarded and Emotionally Disturbed)

1. Attitudes and Skills Training

ABSTRACT #43

This project aims to provide handicapped persons with work skills that will allow them to function as contributing members of their communities.

Students operate a food canteen, which serves as a learning center, at the central location of the court house lawn. Thus the students function in the community through a program which is linked to their academic training.

ABSTRACT #10

The objectives of this program are to help upgrade and evaluate the present vocational program, to offer inservice training to the present staff, and to add expert instruction in building trades skills to students who cannot achieve in the regular vocational classes.

It will develop classes of instruction to teach skills required by the building trades industry, especially the proper and safe use of hand and power tools

and the fundamentals of framing, roofing, window and door installation, electrical installation, and cabinet making.

ABSTRACT #27

The objectives of this program are to train mentally retarded students in the use of hand and power tools, in safety habits, and in the fine motor skills of sorting, stacking, and folding. It aims to acquaint these students with the work world and to teach them the importance of acceptable work habits and attitudes.

A teacher and two aides conduct most instructional activities in a self-contained classroom. They pretest, develop various training experiences, make on-going evaluations, and post-test to determine student progress. They design instructional activities which give practical experience to help prepare students to enter sheltered workshops or competitive work stations, thus smoothing the transition from school to the work world.

ABSTRACT #50

The objectives of this project are to develop in educable mentally retarded students work habits and attitudes which are critical to securing and holding a job in the work world.

The program provides additional support from a pre-vocational coordinator to the teacher and attempts to place students in in-school and out-of-school work sites so that they will remain in school and learn to hold jobs.

*SEE ALSO: p. 56 #18

2. On Job Training, Work-Study Experience

ABSTRACT #16

The objectives of this comprehensive program are to help TMR students to set realistic occupational goals,

to arrange for an on-the-job experience through which students can learn skills and develop habits and attitudes necessary for successful work, and to provide placement service to the students when they complete their program.

A teacher/workshop specialist will work with local business and industries to procure contracts for job assignments and will design job training stations to prepare students for filling such positions. The curriculum developed will teach skills essential to the world of work such as attendance, punctuality, work interest, dependability, neatness, and cooperation as well as appropriate personal habits. The program will create a workshop atmosphere, prepare students for competitive or sheltered work, and follow-up on them when they are employed.

ABSTRACT #17

This project is designed to train TMR students to tolerate a full day of work under varying conditions, to increase their productivity to meet industrial standards, to develop self-control under stressful conditions, and to develop non-dependent, non-hostile, positive relationships with fellow-workers and supervisors.

The students are placed in the Cannon Industries' sheltered workshop for a half a day and receive a combination of vocational academics, occupational training, and work experience which will assist them to increase their independence and reliability as workers.

ABSTRACT #18

This multidisciplinary project aims to acquaint students with available occupations, provide them with job entry skills, and supplement their in-school learning with work experiences designed to increase their social adjustment and skills so that they can make a smoother transition from school to a work environment.

A work-study coordinator will be responsible to arrange training stations, assist students with job tasks and problems, and work with counselors, parents, teachers, and administrators to integrate the vocational experience with regular special education classes.

At the end of the program, students will know their strengths and weaknesses and be able to seek, secure, and maintain a form of employment consistent with their abilities.

ABSTRACT #24

This project aims to promote mental development, personal, emotional, and social adjustment, and vocational training for handicapped students.

The program integrates special education classes, regular classes, and work experiences in the school and the community in an effort to provide students with the opportunity to explore the work world and prepare for employment or additional training.

ABSTRACT #35

The objectives of the project are to provide more sophisticated, individualized training opportunities for each client involved in the training program, to meet the various levels of abilities and experience of clients, and to make immediate job placement more probable.

After the clients have completed the basic curriculum which relates to their vocational objectives, they will begin work on intensive laboratory stations which relate to their specific vocational goals. Work stations will duplicate, as nearly as possible, the work stations found at actual jobs so that clients might make smoother transitions from the classroom to actual employment.

SEE ALSO: p. 55 #50, p. 57 #34

3. Comprehensive Individual Support

ABSTRACT #34

The objective of this project is to provide vocational rehabilitation services for 100 mentally ill and

50 mentally retarded patients in residence at Central State Hospital, on an individual basis, according to needs assessed by the patients unit treatment and a vocational counselor.

The total vocational rehabilitation program involves the project and hospital rehabilitation staff in evaluation, patient treatment planning, patient vocational programming and placement for training or work, and follow-up. Eight major treatment areas are utilized: (1) evaluation, (2) social development, (3) work adjustment, (4) job training, (5) pre-vocational classroom instruction, (6) adult education, (7) leisure time planning, and (8) out-of-hospital job placement or training.

The program includes emphasis on vocational behavior (work habits such as promptness, absenteeism, tolerance, social behavior), skill development, classroom instruction including budgeting, evaluation to determine aptitude, interest, dexterity, individual and group problem solving, leisure time planning, and community orientation.

SEE ALSO: p. 55 #16

D. CAREER ORIENTATION

ABSTRACT #1

The objectives of the project are to motivate disadvantaged youths, who are potential school dropouts, to remain in school by providing them with experience in which they can relate their job aspirations to their education. The program will help them determine their career objectives and plan a vocational education program to help realize them.

Each participant will complete three 10-day sessions in three occupational clusters. Each session will explore various jobs within the cluster, schedule related field trips, and provide actual in-school job experiences.

Occupational Clusters and Activities

Metals -- training on lathes, milling machines, foundry principles, and metal hardening through the production of Phillip's screwdrivers.

Automotive -- training in engine functions through experience of disassembling and reassembling lawnmower engines and discussion of elementary testing equipment.

Home Economics (Related) -- training in the areas of child care, food service, and health occupations through related activities.

Business -- training in beginning typing, filing, shorthand symbols, and proper letter form.

Distributive Occupations -- training in basic sales techniques, cash register operation, and display and advertising principles.

Electricity -- training in fundamentals of house wiring, including switches, plugs, fuse box, and basic repairs.

Graphics -- training in principles of photography through experience in picture taking, film development, printing, enlarging, and mounting.

The project will employ, in addition to the supervision and instructional staff, two psychometrists to administer vocational inventories, discuss results with individuals, and locate an industry or business in the community that will provide a one-to-one discussion with the individuals concerning their career interests. It will also employ a bus driver for field trips.

Parents of participants will serve in an advisory capacity to the project, and the Fort Wayne CETA will be contacted to provide wages for the participants.

ABSTRACT #13

This program is designed to instruct slow learning or disadvantaged children in employment-finding procedures, employer-employee relationships, and to involve them in an experience that will directly benefit the students in choosing their future vocations. It will try to make them aware that they can succeed and need not become school drop-outs.

The students are given much instruction in the areas of job finding, job retention, proper attitude, money management, appearance, personality traits, and the necessary factors for preparing for work. When they are ready, they go to work on various jobs for a half day. They are graded and receive school credit for on the job training and are encouraged to carry the regular school classes that they can do successfully.

The general benefit of the program is that the students who are in it tend to remain in school rather than drop out.

The program enrollment has doubled since the program began. Of the students who have completed it and have graduated from high school, all are now working, and the majority have continued as full-time employees in the same situation as their work experience. Hopefully even those who leave the program before completion gain some marketable skills.

ABSTRACT #45

The objective of this project is to provide a career curriculum program which attempts to motivate students to develop a sense of self-pride, an understanding of the relationship of school and the world of work, and an awareness of vocational training opportunities.

Student selection is conducted at the parent school through the guidance department utilizing established criteria that identifies the effects of individual disadvantagement. The project staff works with students in their parent schools to provide mainstreaming efforts in conjunction with career investigation activities, work-study placement, and related vocational instruction. Students are presented with a variety of educational experiences through the Special Education Cooperative and are challenged to develop world-of-work attitudes and skills in a work setting.

Through the project's efforts to deliver such a broad range of service, there is a fuller view of the needs of disadvantaged and handicapped students that has lead to the cooperative planning and implementation of programs by the Career and Special Education Cooperatives. This cooperative involvement has allowed for the development of curriculum concepts which relate the world-of-work to subject content, extend opportunities for work-study placement, and implement a regular on-going program of pre-vocational education with local support.

SEE ALSO: p. 53 #8, p. 60 #4

E. AUDIO-VISUAL AND INSTRUCTIONAL MATERIALS DEVELOPMENT

ABSTRACT #4

The objectives of this project are to develop specialized video tapes, LAPS, and other resource materials with

which to give students a visual concept of specific skills and how they relate to actual occupations, to meet the special needs of disadvantaged students, and to develop in these students marketable personality traits and useful occupational knowledge.

Thirty-five video tapes, in the areas of trade and industry, distributive education, home economics, and health occupations, visually communicate skills needed for job preparation at a realistic level for disadvantaged students. Intensive office lab materials will be of help to the special needs students. In all areas, the program blends regular curricula with job and career oriented curricula.

It is anticipated that this project will be better able to mainstream disadvantaged students and to prepare them to be more adequately competitive in the job market.

ABSTRACT #20

The general objective of this project is to utilize TV for instructional purposes in auto body, auto mechanics, machine shop, and cosmetology programs so as to explore and document instructional uses of video tape equipment for vocational education programs. Specifically, it will prepare three 15-minute productions relating to units of instruction, and it will tape on-site visitation to a minimum of 10 locations and replay them at school for appropriate classes.

The program plans to present three lectures, three demonstrations, three tests, and three student activities with video tape in at least five program areas drawn from business, building trades, electronics, electricity, welding, agri-mechanics, appliance repair, and drafting. The program plans to evaluate the effects of TV presentations on reading performance with the pretest-post test technique (Silveroli Reading Inventory), to develop a concept of learning reinforcement through instant-replay techniques, and to provide 50 students with opportunities to observe their actfvity on given operations for learning reinforcement.

The project will acquire TV equipment, provide inservice training, prepare productions and instruments for documentation, and evaluate how effectively TV provides instant feedback to students and improves their reading performance in vocational education programs.

SEE ALSO: p. 46 #15

F. PLACEMENT AND FOLLOW-UP SERVICES

ABSTRACT #33

The objectives of this project are to develop an individualized treatment program at the Indiana Reformatory which will help inmates overcome deficiencies in the areas of education, employability, and social competence.

It will introduce an intensive vocational and personal counseling service to help motivate trainees to improve their work attitudes, job aspirations, and knowledge of ways to apply for jobs. The project plans to place more trained men in skilled trades and to follow-up on them.

The program will develop: a data system for follow-up information, a counseling procedure, a parole packet to be used by the District Parole Officer to place the inmate in a job, and a method whereby an inmate may be interviewed for a job before his release.

ABSTRACT #48

The objectives of this project are to provide maximum job placement services for graduates and to insure 100 percent follow-up on them. A placement specialist will develop and maintain a working relationship with the employment community using advisory committee type meetings with employers. He will arrange student visits to job sites and student interviews for jobs.

Through monthly world-of-work sessions, seniors will learn how to apply for, obtain, and do well in jobs. The program will build and maintain a file of occupational and career information that can also be used by other schools, and it will use an accurate and complete follow-up system for better accountability to the school and to the community it serves.

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